Iowa *GOLD*® Online Procedures

Purpose of the document	This technical assistance document is intended for use by teachers, practitioners, and administrators who are responsible for measuring and reporting child, program and family outcomes. Unless otherwise noted, these requirements apply to all children birth to age five enrolled in any public school district (hereafter referred to as district), accredited nonpublic school, Department of Human Services (DHS) licensed child care center or preschool, Head Start agency, or Area Education Agency (AEA) early childhood program and/or service under the Iowa administrative umbrella agreement for GOLD Online.
Children required to be assessed with GOLD Online?	Districts are required to assess all preschool children enrolled in any district program with GOLD online. Iowa Code 279.60 was amended in 2013 to include the GOLD assessment for every resident prekindergarten or four-year-old child whose parent or guardian enrolls the child in a district program. Examples include three-year old, four-year old, and mixed age preschool classrooms, as well as those in which a child receives early childhood special education services. It also includes any community based early childhood program that receives Statewide Voluntary Preschool Program funding or Shared Visions preschool funding. The key component of the legislation is that the child is enrolled in a district-sponsored preschool program.
GOLD Online Subscription	Any public school district, non-public accredited school, registered or licensed child care/preschool, registered child development homes, Head Start agency or AEA in Iowa is eligible to participate in the Iowa administrative umbrella agreement with Teaching Strategies for GOLD Online.
Registering for the Iowa GOLD Online Subscription	**In order for Teaching Strategies (TS) to activate your *GOLD* subscription, you will need to register by completing the form located at** http://www.teachingstrategies.com/page/*GOLD*_StateIowa.cfm. TS will contact all potential subscribers upon completion of the registration form to set up the local contract. The Department of Education (DE) renews the state umbrella agreement with TS annually in July. While new subscribers may choose to activate a subscription at any time, activating in July or August at the beginning of a new program year is recommended. TS will prorate the subscription cost at any point during the year if a program chooses to subscribe at other times of the year.

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Renewing the GOLD Online Subscription	Local subscribers will want to renew their subscription annually. Renewing in July or early August is recommended to avoid interruption in services. TS will contact current subscribers to renew however you may contact TS by phone or email at 1-886-736-5913 or info@teachingstrategies.com.
	The number of subscriptions needed is estimated at the local program level based on class rosters or registration. Please consider the number of subscriptions the prior year as well when anticipating the number for the upcoming year.
Cost	The cost of a subscription is $10.45 per child. This includes online professional development, inter-rater reliability certification and some child archives. The Early Childhood Outcomes rating used to report children's performance for Early ACCESS or Early Childhood Special Education services is optional and available at no extra cost.
	All Iowa subscribers receive this cost under the Iowa umbrella agreement. New subscribers must register using the link located in Registering for the Iowa GOLD Online Subscription section of this document in order to receive the state rate. Renewal subscribers may contact Teaching Strategies to renew the local contract by phone or email at 1-886-736-5913 or info@teachingstrategies.com.
Getting Started	The subscriber establishes a GOLD Administrator as the point of contact who assumes responsibility for overseeing all data entry, reporting, and information updates related to the management of GOLD. Examples of GOLD Administrators may include a superintendent or principal, program coordinator, child development home care provider, or director.

These responsibilities of a GOLD Administrator include:
- completing the yearly subscription process;
- managing and overseeing the full implementation of GOLD online;
- communicating updates and changes related to GOLD;
- requesting Iowa DE to transfer children between districts/agencies; and,
- overseeing the data entry process to ensure that reliable and valid information is provided by teachers and other practitioners.

Creating your program/site and classrooms

Any early childhood program may establish a program account. A program does not need to be operating in partnership with a district or AEA to establish a program account.

A Statewide Voluntary Preschool Program or Shared Visions preschool program must establish an account. Either the district, Head Start, or community partner may establish this account.

Programs that are affiliated with a district, including Early Childhood Special Education, or receive state funding through a Shared Visions grant should follow the guidelines below for naming programs. Other early childhood programs are not required to follow these guidelines.

Program/Site
- Head Start--A Head Start Agency would identify the full program name as the name of the agency operating the Head Start program such as the community action agency.
- School District--A school district would enter the full school district name as the program and the full building name as the site.
  - A Statewide Voluntary Preschool Program community partner would enter the full name of the program, e.g., Serendipity Preschool. In addition, the community partner must enter the town where the program is located.
- Shared Visions--A Shared Visions funded program would enter the program name as the name of the *Shared Visions Preschool Grantee* and the site as the *Program Location* as stated on the document titled Shared Visions Preschool Program Awarded Locations. This document is located on the Shared Visions Preschool Program page of the Department of Education website.

Classroom Name
Naming of classrooms is determined locally, although a suggestion is to name the classroom with the teacher's last name followed by an indication of the class meeting time. For example, name classrooms "Smith AM" and "Smith PM" for a teacher teaching a morning and an afternoon session. Another example would be "Smith MW" and "Smith TTh" for a teacher teaching one classroom of students on Monday and Wednesday and a different classroom of students on Tuesday and Thursday.

*Note: Once final reports have been run and children for the current year have been archived, classroom information may be edited to reflect the new year and new children added to that classroom. Alternatively, classrooms

from previous years may be deleted and new classrooms created. If there are one or more students associated with the classroom, the delete option for the classroom will not be available. All students must be moved to another classroom or deleted from GOLD in order to delete a classroom.

Entering child information

Entering complete information on the child page is important to ensure accurate and valid child, classroom, and program data and in order to meet State and legislative reporting requirements. Enter the indicated information in all of the following fields on the child page, unless otherwise stated:

Child's legal name-Use the child's *full legal name* as indicated on a birth certificate or other legal document. First name, middle initial and last name. If the child does not have a middle name, enter "NMN" (no middle name). Do not enter any other letters, suffixes, placeholders, nicknames, abbreviations, or variations on the child's name.

Identifier--Please do not insert information here. This will be prepopulated by the Department of Education.

Birth date—Enter the child's full birth date. Please check to assure accurate data entry.

Gender—Enter the child's gender.

Age or Class/Grade—Enter the age or class. This will most likely correspond to the color band.

First day in program--Enter the first day that the child attended the program

Primary Language--**(Optional)**

Student ID (Optional)--Programs may insert a local or program child ID here.

Ethnicity: Enter information that matches their student information system/state reporting:
- Select *Spanish/Hispanic/Latino* if the child is a person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.
- Otherwise, select *Not Spanish/Hispanic/Latino.*

Race: Enter information that matches their student information system/state reporting:

- Select *White* if the child is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Select *Black or African American* if the child is a person having origins in any of the black racial groups of Africa.
- Select *Asian* if the child is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - Select *Native Hawaiian or Other Pacific Islander* if the child is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - Select *American Indian or Alaska Native* if the child is a person having origins in any of the original peoples of North and South America including Central America, and who maintains tribal affiliation or community attachment.
  - Select *Some Other Race* if none of the selections appropriately describe the child's origins.
  - Select *More than one race* if more than one of the selections appropriately describe the child's origins.
  - Select *Unknown* if the child's origins are unknown.

- **Funding Source:** Check the boxes indicating only the funding sources that support this child.

Individualized Education Program (IEP)—Indicate if the child is on an IEP* for special education instructional and/or support services. If you indicate yes, the following fields open up:
- Entry into IDEA Part B Preschool (3-5) -The Part B entry date is the date of the initial IEP meeting. However, if the initial IEP meeting occurs at the end of the school year or during the summer, the GOLD Part B entry date will be the date the child begins receiving special education services (ex. first day of school in August).
- Preschool Entry Assessment - Select Teaching Strategies GOLD from the drop down.
- Preschool Exit Assessment - Select Teaching Strategies GOLD from the drop down.

*
Note: If a child is less than three years of age and on an Individualized Family Service Plan (IFSP), check "yes" for IFSP in order to populate additional fields for IFSP and follow the same procedures described above.

Free or Reduced Lunch-(Optional)

Accessing Child Data

- Once data are entered into the online system, data are secure within the system. It is accessible only by those who have a user ID and password for the program's online account.
- The Iowa Department of Education (DE) has administrative access to all accounts in Iowa. Only authorized DE personnel with an assigned user ID and password have access to the Iowa GOLD system.
- Once data are entered into the online system, data are secure within the system. It is accessible only by those who have a user ID and password for the program's online account.
- You may consider adding GOLD user status for any AEA staff who provide support to the program.

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Required Child Documentation	**What documentation is required?**
	- At least **one** piece of documentation for each objective and dimension *at minimum*.
	- Documentation for science and technology, social studies, and the arts objectives is optional.
	- Documentation may include an anecdotal note, photo, audio or video clips or on-the-spot checklists.
	- The documentation must describe or illustrate the child's behavior/performance and be linked to at least one objective. It should not just describe an activity.
	- A piece of documentation may illustrate more than one objective.
	Which staff may collect and enter documentation?
	Teachers, lead teachers, providers, and teaching assistants may provide documentation. Teaching assistants who have completed GOLD basic training and inter-rater reliability certification may complete preliminary leveling if the lead teacher and administrator are in agreement. Only teachers or lead teachers should complete finalized checkpoints.
Preliminary Levels	It is recommended to do preliminary leveling. However, this is a local decision. Preliminary levels may be assigned at the time documentation is entered. Preliminary leveling can be used to guide instructional decisions, at the individual and classroom level as well as discussed during professional learning communities. Preliminary leveling can make completing the finalized checkpoints more efficient. Preliminary levels might also be used for parent-teacher conferences.
	Which staff may enter preliminary levels?
	Teaching assistants who have completed GOLD basic training and inter-rater reliability certification may complete preliminary leveling if the lead teacher and administrator are in agreement. Only teachers or lead teachers should complete finalized checkpoints.
Completing Checkpoints	Programs under the Iowa license must adhere to the state indicated checkpoint dates found in the section titled **Timelines**.
	When completing checkpoints, programs should follow the guidance below:
	- **Not Yet** shows that a child of that age or class/grade is not yet expected to demonstrate a particular skill or behavior. "Not yet" may only be used if there is a color band under that level. If the red band or any band starts at level one or there is no color band under the "not yet" level, you may not use the "not yet" level in scoring. The "Not Yet" level might also be used when you evaluate information

about a child with a disability or developmental delay who is not yet demonstrating a skill or behavior that is expected of a child who is developing typically.

- **Not Observed** should be used only on rare occasions, such as when the child has been in the program for only a few weeks or has had significant absences during the checkpoint period. If "not observed" is used, staff must indicate the reason. You must select one of the drop-down menu choices - excessive absence, recent enrollment or other.
  - "Excessive absence" is defined as missing 50% of more of scheduled sessions. Any combination of excused and unexcused absence for 50% of available sessions is considered excessive.
  - "Recent enrollment" may be used for children who have entered the program within three weeks prior to a checkpoint date.
  - "Other" may be used in rare instances which may include but are not limited to disability, English language learning (Other than Spanish) or other condition.

Home Language Survey

Although the Home Language Survey is not a requirement of the Department of Education for preschool children, it is a valuable resource. If parents do not wish to provide this information, their wishes should be respected. The Home Language Survey assists teachers in planning for language acquisition and determines use of the English language objectives on the GOLD (Objectives 37 & 38). In addition, the Home Language Survey will be useful in completing the data element Potential English Language Learners (PELL) in Student Reporting in Iowa (SRI).

District Reporting

Year End Report for the Cumulative Folder

- Development and Learning Report: After the spring checkpoint, the Development and Learning Report is used to convey information about current level. Dimension and objective language can be included and can be run with objective name and number;

- Individual Child Report: Compares a child's growth over multiple checkpoints

Using Reports for Planning and Decision-Making

Child Report

- Individual Child Report: Compares child's growth over time including the previous year if the child was in a state funded program.
- Development and Learning: May be used for all children, including children needing more intense support, children with IEPs, or children exceeding expectations.

Classroom Report

- Class Profile: May be used at Professional Learning Communities and Data Team meetings using Preliminary levels and/or Checkpoints.

- Development and Learning: May be used for all children, including children needing more intense support, children with IEPs, or children exceeding expectations.

District Reports

- Snapshot: May be used to determine how our children are performing as a whole. It can be run by age groups with tables showing Emerging, Meeting, and Exceeding by Objective and Dimension level by color band.

- Comparative: Used to compare to Widely-Held Expectations, National Normative Sample or GOLD Readiness, based on a scaled score for where blue meets purple in the colored bands for each progression in that area, is only used for 4 year olds, shows cohort data, and can compare two checkpoints.

- Note: All administrative reports can include archived files.

Parent Conferencing

- Family Conference Form**:** Used to share the child's current levels of functioning with parents/families.
- Development and Learning Report: May be used to show the child's current level of functioning as well as future age level expectations.

AEA Reports

AEAs can use the cumulative data from their districts in order to generate a Snapshot Report. Those areas most closely related to kindergarten success (Language, Literacy and Math) may be selected or all domains may be reported. This report allows AEA consultants to determine content areas where further professional development for Early Childhood staff might be necessary. Professional development can be planned on a targeted basis, for those districts with unique needs, or on an agency wide basis if broad needs are identified. AEAs may collapse information from the Snapshot Report and provide information about "meeting" or "not meeting" widely

held expectations as part of a district's overall data summary (allowing for a PreK-12 data picture).

Archiving and Deleting Child Data

Archiving
Archiving children's files will allow you to store and reactivate the data at any time during the program year.

- Children who have moved from the program may be archived for at least the remainder of the year or until another program or school has requested a transfer. Please note the exit date must be entered on the Child Information page prior to archiving files.
    - If a child is gone from your program for more than a couple weeks and attempts to locate the child have been unsuccessful, the child should be archived in GOLD.
- *At the end of the program year, the teacher will complete the final checkpoint and run final reports. The class should be archived at the beginning of the following year, no earlier than August. Please note the exit date must be entered on the Child Information page prior to archiving files.*
    - ***Before archiving children, delete archives from the <u>previous</u> year.***
    - *It is recommended that children are archived until the end of their Kindergarten year.*
- Each program receives free archives for 100% of its purchased portfolios. Additional archives may be purchased for $0.50 per child by calling 800-637-3652 option 4.
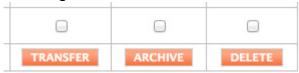- Note: All administrative reports can include archived files.

Procedure for Archiving
- From the *ADMINISTRATION* tab's drop-down menu, select **Programs, Sites & Classes** to display the submenu.
- Click Sites to display a list of sites in your program or organization.
- You can search the list, or you can filter it by entering the site's name into the "Filter by Site" field and clicking *GO*.
- Identify the site you are managing.
- Click *GO* to the right of a site's row to view/edit the site details.
- Click the *Action* menu to view options.
- From the *Action* menu, select Manage Children.

Admin Sandbox Site 1A — Manage Children

Child Name	Class	Date of Birth	Edit	Transfer	Archive	Delete
				Check / Uncheck All	Check / Uncheck All	Check / Uncheck All
Alicia, 16 months	Site 1A IT2 Class	2/1/2008	View	☐	☐	☐
Bella, 3 years old	Site 1A PK Class	4/14/2006	View	☐	☐	☐
Grace, 5 years old	Site 1A PK Class	5/5/2006	View	☐	☐	☐
Jonathan, 3 years old	Site 1A PK Class	6/12/2007	View	☐	☐	☐

Select the group of children for whom you want to archive data. Then click the orange *ARCHIVE* button at the bottom.

☐	☐	☐
TRANSFER	ARCHIVE	DELETE

Deleting

Delete a cohort of preschool children at the end of their Kindergarten year. First ensure that all of the needed final reports have been run and saved. You may choose to delete archived files of children who have not participated in your program within the previous twelve months. If there's a possibility of a child returning to a program, archive his or her file instead of deleting it. **Deleted records will be saved for only 90 days.** After 90 days, the data will be deleted permanently, and any needed information would need to be re-entered.

Procedure for Managing Archived Children (to Delete)
- From the *ADMINISTRATION* tab's drop-down menu, select **Programs, Sites & Classes** to display the submenu.
- Click *Sites* to display a list of sites in your program or organization.
- You can search the list, or you can filter it by entering the site's name into the "Filter by Site" field and clicking *GO*.
- Identify the site you are managing.
- Click *GO* to the right of the site's row to view/edit the site details.
- Click the *Action* menu to view options.
- From the *Action* menu, select *Manage Archived Children*.

Admin Sandbox Site 2A — Manage Archived Children

Listed below are all archived children for Admin Sandbox Site 2A. Use the checkboxes below to reactivate children, transfer them to another site's archive, or delete them permanently.

Child's Name	Birthdate	Date Archived	Change Site	Reactivate	Delete
			Check / Uncheck All	Check / Uncheck All	Check / Uncheck All
Parvana, 4 years old	3/15/2006	2/15/2013	☐	☐	☐
Rishi, 4 years old	5/13/2006	2/15/2013	☐	☐	☐
			CHANGE SITE	**REACTIVATE**	**DELETE**

- Select the group of children for whom you want to delete records.
- Then click the orange *DELETE* button at the bottom.

Reactivating

Procedure for reactivating a child formerly archived (who has returned to the program)
- From the *ADMINISTRATION* tab's drop-down menu, select **Programs, Sites & Classes** to display the submenu.
- Click Sites to display a list of sites in your program or organization.
- You can search the list, or you can filter it by entering the site's name into the "Filter by Site" field and clicking *GO*.
- Identify the site you are managing.
- Click *GO* to the right of a site's row to view/edit the site details.
- Click the *Action* menu to view options.
- From the *Action* menu, select *Manage Archived Children*.
- Select the group of children for whom you want to reactivate records.

Admin Sandbox Site 2A — Manage Archived Children

Listed below are all archived children for Admin Sandbox Site 2A. Use the checkboxes below to reactivate children, transfer them to another site's archive, or delete them permanently.

Child's Name	Birthdate	Date Archived	Change Site	Reactivate	Delete
			Check / Uncheck All	Check / Uncheck All	Check / Uncheck All
Parvana, 4 years old	3/15/2006	2/15/2013	☐	☐	☐
Rishi, 4 years old	5/13/2006	2/15/2013	☐	☐	☐
			CHANGE SITE	**REACTIVATE**	**DELETE**

- Then click the orange *REACTIVATE* button at the bottom.

Transferring Child Data

It is recommended that all transfers are handled by a person locally determined as a GOLD Administrator.

To Transfer children within a program
Children who will remain active in your program may be assigned to new

classes, teachers, or sites. Their records may be transferred for next school year. This procedure can be completed by a person locally determined as a GOLD Administrator. The *ADMINISTRATION* tab's **Manage Children** submenu enables you to add and search for children's records, manage children's profile data, and transfer them from class to class (e.g., *from the 3-year-old class to the 4-year-old class*).

Steps:
- From the *ADMINISTRATION* tab's drop down menu, select Manage Children to display the submenu.
- Click Children to get started.
- Select the child you need to transfer to another class, and click on *GO*.
- From the **Action** menu on the View Child screen, select **Transfer**. You will be redirected to a new view.
- Select the "New Class" for the child from the first drop down menu.
- Update Age or Class/Grade from the second drop down menu so that the color band is appropriate for the child's chronological age.
- Click on the orange *CHANGE* button at the bottom.
- Follow this procedure for each child who needs to be transferred to a new class.

*If you do not have online access to a child's new classroom because he or she is moving to another site within your program, please contact the highest level administrator on your license to transfer that child.

*If the child is moving to a Kindergarten classroom, run final reports and then archive the child record. See "Archive" above for more information.

Transfer between programs
1. If a child is transferring to another site that you are aware of outside your program you will complete the Iowa transfer form located at https://www.educateiowa.gov/pk-12/early-childhood/statewide-voluntary-preschool-program-and-four-year-old-children. The transfer form is located under the "Assessment" heading. Submit this to the Department as indicated on the form.
2. If a child is transferring but information about the receiving program is not available to you, archive the child in GOLD.
3. If a child is transferring to your site from an outside program and you are not sure whether the child has a record in GOLD, you may attempt to enter the child in GOLD. If the child does not exist in GOLD, you will be able to proceed in creating a record for that child in GOLD. If you enter a child that already exists in GOLD, a box pops up stating, "The child you are attempting to add matches an existing child in the system." It will then list the child's name, site, and a link will be provided to send a transfer request through GOLD. Although the option of requesting a transfer through GOLD is available, please

use the Iowa transfer form. All transfer requests between programs must go through Tim Glenn, Research Analyst in the Bureau of School Improvement at the DE (see above link to access the DE transfer form and information for submitting it). Enter all the information requested onto the transfer form, paying close attention to the receiving program's "Teacher or Class Name (Designate a.m. or p.m. if applicable)." Including the full classroom name ensures the child's record will be placed in the correct classroom when the receiving program's teacher has more than one classroom.

*Note: It is not permissible to use something other than the child's legal name in order to create two files for one child being served in two programs.

Merging GOLD records when a child has transferred between programs
Upon receiving a transfer request, a search for all child records in GOLD is completed.

Once the transfer form is submitted, all of the child's records will be transferred to the receiving program; except in the case where a child attends two separate preschool programs. The DE will notify the receiving program that a child has been transferred to their program with multiple child records and request that they be merged into one complete record.

The receiving program will then log into GOLD in the teacher role and determine which record contains the most documentation. This record will become the active/saved child record. A record with the least documentation is then opened and its documentation copied and pasted into a Word document. Save the Word document to a convenient location such as the Desktop. The documentation is then copied and pasted into the active child record in the appropriate checkpoint period. Each individual piece of documentation will need to be cut and pasted from the Word document back into GOLD. Objectives will need to be re-entered, and preliminary checkpoints reset. Once this copy and paste process is complete, and the active/saved child record includes all documentation, any other child records are deleted.

Exit requirements for children with an IEP/IFSP	If a child is exiting Part C Early ACCESS or Part B-Early Childhood Special Education, then the child must be exited from those services in the GOLD system. Here are the steps for completing an exit from Part C or Part B:

Early ACCESS Provider/ECSE Teacher Steps
1. The Early ACCESS Provider or Preschool ECSE Teacher must complete the checkpoints for the final checkpoint period when the child is exiting IFSP/IEP services.

○ Example: If a four-year old is exiting ECSE services in November, the fall checkpoint data must be completed before the child can be exited.

2. The Early ACCESS Provider or Preschool Teacher should check the child's record and make sure that both the Entry Assessment and Exit Assessment have been chosen (The assessment should be GOLD).

3. The Early ACCESS Provider or Preschool Teacher must then request an "OSEP exit" under the "Children" tab.

Administrator's Steps

4. The OSEP exit request will be emailed to the Administrator, who then completes the exit. (*Note: The Administrator does not have to wait for an email to complete an OSEP exit. If the Administrator knows that there are children that need to be exited from Part C or Part B, this can be completed at any time*).

5. After logging into GOLD, the Administrator should make sure they are in the Administrator Site. The color of the top bar in GOLD should be grey and say "Administrator Site for [your name]" at the top left. If not, click on Change Role (top right), then Admin Site.

6. Select "Classes" from under the Administration Tab, then click GO next to the Class where the children are located. You will need to do this for each individual class with children to be exited.

7. From the Action Box on the right of your screen, select "OSEP Exit Status Form"

8. Check the boxes next to the names of children who you would like to exit, and select UPDATE.

9. Put in the Part C or Part B Exit Date, choose EXIT Status, then select UPDATE.

➔ TIP-Exit Assessment Tool: The "Exit Assessment Tool" must be filled out in order to complete an OSEP exit. If any children on your OSEP list show "Not Entered" for the tool, go back to the child record, click ACTION>EDIT DETAILS, choose "Teaching Strategies GOLD" from the Exit Assessment Tool list, then click UPDATE.

➔ TIP-Missing/Un-finalized Data: The online system will not allow you to complete an OSEP exit if any assessment ratings are missing or not finalized from either the entry or exit checkpoint! If you get a warning message, please go back to the child's Checkpoint ratings to verify that scores were selected *and* finalized.

*Note: If a child exits Part B-Early Childhood Special Education services in the middle of a school year, but the child will continue to attend the preschool as a general education student, then the GOLD record should still be accessible and the teacher can continue to enter data and checkpoints for

the remainder of the school year. Exiting a child from Part B does not automatically delete or archive a child, it just assigns an exit date for OSEP reporting purposes.

Transferring from an IFSP to IEP

If a child is transferring from Part C Early ACCESS to Part B-Early Childhood Special Education and the child was assessed using GOLD in Part C, then the following must occur:
- The child must be exited from Part C in GOLD using the procedures described in the above section.
- A transfer form must be completed to transfer the child from Part C Early ACCESS to the Part B-Early Childhood Special Education preschool program (see section "Transfer between programs").

Assigning Color Bands for Children on an IFSP/IEP

If a child is on an IFSP and assigned to a class that is Infants, Toddlers and Two's, then a color band is automatically assigned by date of birth when their birthday is entered on the demographic profile. The color band automatically changes on the child's birthday.

If a child is on an IEP and attending a preschool classroom (ages 3-5), the teachers assign a color band according to the age of the child:
- Green color band-A child who is 3 years old by 9/15 of the current school year
- Blue color band-A child who is 4 years old by 9/15 of the current school year
- The purple color band is never used in a preschool program, even if a child is five years old. Purple is only used in kindergarten classrooms by kindergarten teachers using a kindergarten curriculum.
- The color band is never changed during the school year when a child is in preschool. A child in preschool must be on the same color band all year, regardless of the child's birthday.

*Note: If a child is entering a preschool program while still two years old, the child's color band is green for the remainder of that school year and all of the following school year. The GOLD system does not allow a child to be assigned a yellow color band (2 years old) if the child is assigned to a preschool classroom.
- Example: A child on an IFSP is turning 3 on November 1, 2014. The child is going to transfer from Early ACCESS and start ECSE preschool programming on October 1, 2014, at the age of 2 years, 11 months. The child will be assigned a green color band for the current school year (2014-15) as well as the following school year (2015-16).

Annual Checkpoint Information

Season	Documentation Window	Finalizing Window	Checkpoint Date - Online Data Finalized By:
	Observe, document and complete preliminary ratings.	Finalize documentation. This should be completed no more than 2 weeks prior to the checkpoint date.	Make final determinations about how to rate the child on each of the assessment indicators. All data must be finalized prior to 11 pm Central time on the checkpoint date. If the checkpoint date falls on the weekend, the deadline will be the following Monday.
Fall	August 12 (or 1st program day) - November 12	October 30 - November 13	**November 13**
Winter	November 14 - February 25	February 11 - February 26	**February 26**
Spring	February 27 - May 26	May 15 - May 27	**May 27**
Summer (Optional)	May 28 - August 10	July 28 – August 11	**August 11**

Timelines (row label at left of table)

Required Areas

All objectives and dimensions in the following areas of development and learning must be scored: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. The English Language Acquisition section is only required if the Home Language Survey has been completed and the child

has been identified as a Potential English Language Learner (PELL). The areas of Science and Technology, Social Studies, and The Arts are optional.

Professional Development

It is recommended that you take advantage of the embedded professional development within the website to sharpen your GOLD Online skills. One suggestion is to review or complete the Teaching Strategies GOLD® Basic Course. You have access to each slide in all four modules. Another suggestion is to utilize the Sandbox to practice using the Teacher Site. Additionally, it is highly recommended that you complete the Interrater Reliability Certification.

Teachers and program administrators are encouraged to explore the resources that Teaching Strategies GOLD® has available for professional development. This website provides downloadable handouts and webinars on a variety of topics, including accessing and interpreting a variety of reports.

To keep abreast of updates in Teaching Strategies GOLD®, staff may check the updates/notes on their Home Page.

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